TWELFTH ANNUAL REPORT

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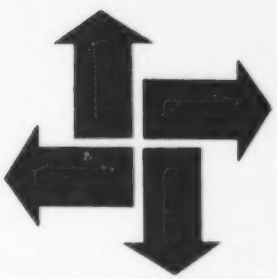

ALBERTA COUNCIL ON ADMISSIONS AND TRANSFER

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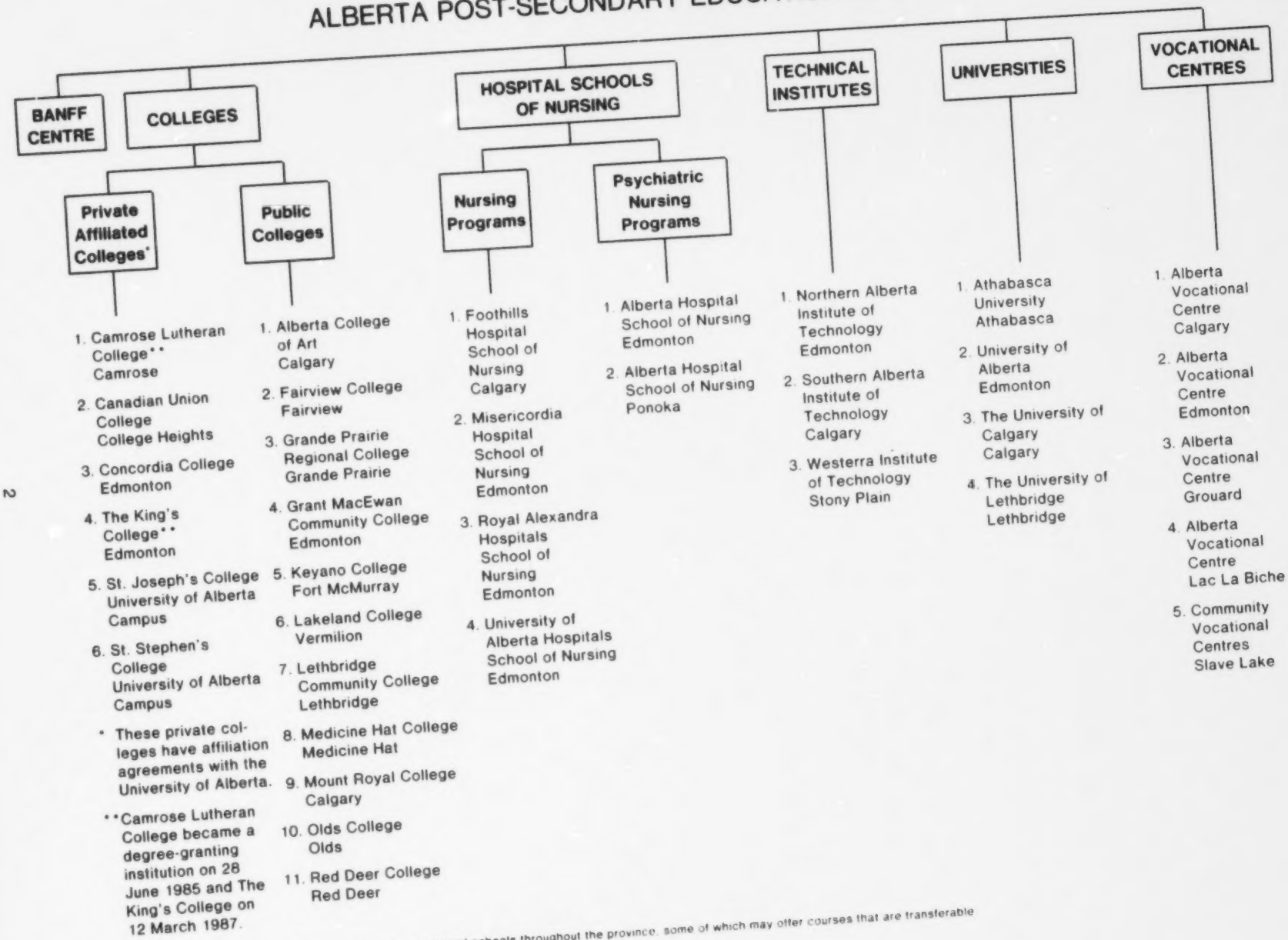
ALBERTA POST-SECONDARY EDUCATION SYSTEM[1]


BANFF CENTRE
COLLEGES
Private Affiliated Colleges*
1. Camrose Lutheran College** Camrose
2. Canadian Union College College Heights
3. Concordia College Edmonton
4. The King's College** Edmonton
5. St. Joseph's College University of Alberta Campus
6. St. Stephen's College University of Alberta Campus
Public Colleges
1. Alberta College of Art Calgary
2. Fairview College Fairview
3. Grande Prairie Regional College Grande Prairie
4. Grant MacEwan Community College Edmonton
5. Keyano College Fort McMurray
6. Lakeland College Vermilion
7. Lethbridge Community College Lethbridge
8. Medicine Hat College Medicine Hat
9. Mount Royal College Calgary
10. Olds College Olds
11. Red Deer College Red Deer
HOSPITAL SCHOOLS OF NURSING
Nursing Programs
1. Foothills Hospital School of Nursing Calgary
2. Misericordia Hospital School of Nursing Edmonton
3. Royal Alexandra Hospitals School of Nursing Edmonton
4. University of Alberta Hospitals School of Nursing Edmonton
Psychiatric Nursing Programs
1. Alberta Hospital School of Nursing Edmonton
2. Alberta Hospital School of Nursing Ponoka
TECHNICAL INSTITUTES
1. Northern Alberta Institute of Technology Edmonton
2. Southern Alberta Institute of Technology Calgary
3. Westerra Institute of Technology Stony Plain
UNIVERSITIES
1. Athabasca University Athabasca
2. University of Alberta Edmonton
3. The University of Calgary Calgary
4. The University of Lethbridge Lethbridge
VOCATIONAL CENTRES
1. Alberta Vocational Centre Calgary
2. Alberta Vocational Centre Edmonton
3. Alberta Vocational Centre Grouard
4. Alberta Vocational Centre Lac La Biche
5. Community Vocational Centres Slave Lake

* These private colleges have affiliation agreements with the University of Alberta.

** Camrose Lutheran College became a degree-granting institution on 28 June 1985 and The King's College on 12 March 1987.

1 There are also private non-affiliated colleges and private vocational schools throughout the province, some of which may offer courses that are transferable

COUNCIL RESTRUCTURED

Following the retirement of the Council's founding Chairman, Dr. Harold S. Baker, in April 1985, the then Minister of Advanced Education, the Honourable Dick Johnston, reviewed the past work of the Alberta Council on Admissions and Transfer and considered how it could serve most effectively in the changing environment of the 1980s. As part of this review, the public post-secondary institutions reaffirmed their support for the Council and its mandate. Consequently, in September 1986 the Minister of Advanced Education, the Honourable Dave Russell, announced the new composition and membership of the Alberta Council on Admissions and Transfer. The Council was expanded to provide appointments for representatives from additional sectors within the system of post-secondary education as well as members at large. The 14-member council now includes the Chairman, representatives from the public, students, the universities, public colleges and technical institutes, the provincially administered institutions, the hospital schools of nursing, and the affiliated private colleges. The Council membership is recorded in Addendum A. The Terms of Reference, published in Addendum B, remain unchanged.

HISTORY AND BACKGROUND OF THE COUNCIL

In the 1960s new autonomous public colleges and universities were established, each with its own board of governors and its own programs. By the early 1970s, transfer between the institutions was increasingly difficult and uncertain, particularly the transfer of students from public colleges that were mandated to offer the first and second years of selected university degree programs. Because the final years of these degree programs could not be completed at a public college, these college students could only complete their degree programs at a university. The transferring student had first to fulfill the admission requirements of the university and then apply for transfer credit in recognition of the university-level courses successfully completed at the public college. In keeping with the unique qualities and specific purposes of each post-secondary institution, admission requirements differed widely among institutions, as did the level and content of courses. Thus, the difficult issues of admissibility and the award of transfer credit increased in complexity with the diversity of institutions and programs. A growing number of students faced barriers when attempting to further their educational objectives through transfer.

During this period, efforts were made by the universities and the Public Colleges Commission to resolve admission and transfer issues. Some progress was achieved, particularly for transfer between institutions within the public college sub-system; but, at the system level, basic problems remained intractable. Clearly, a mechanism that had the support and participation of the institutions was needed to improve the articulation of institutions so that the admission of transfer students and the award of transfer credit could be facilitated. The mechanism proved to be the Alberta Council on Admissions and Transfer.

The idea of a Council with functions such as those of the Alberta Council on Admissions and Transfer was proposed by the Mowat Committee in June 1971. This committee, in its report to the Universities Co-ordinating Council, concluded that the mechanism of affiliation "is, in some respects, undesirable and unnecessary to the development of a transfer system." The committee identified "the improvement of articulation within the post-secondary system [as] the first necessary step to be taken to achieve other ends relating to admissibility [and] advanced standing . . . ." This committee then recommended the establishment of an "articulation council" concerned primarily with the provision of information on transfer problems and practices to institutions and to the public, and with the solution of transfer problems "in a developmental and evolutionary manner".[2]

The Worth Report,[3] published in 1972, viewed the improvement of transferability as a matter of very great importance and was highly critical of the current situation:

> Transferability of students from one institution or jurisdiction to another has been a serious issue for many years. The continuing controversy surrounding it has an unfortunate bias that emphasizes the rights of institutions rather than those of students. Because of our growing commitment to lifelong learning, it is imperative that barriers to transferability be minimized, if not eradicated. This ideal can only be achieved after the creation of a smooth and systematic method for the transfer of credits. (p. 139)

> Tradition, emotion and the jealous guarding of academic bailiwicks, particularly on the part of universities, continue to work hardships on students. Frustration, lost time and unnecessary expense is the result. This insensitivity to the human dimensions of transferability is further reinforced by the apron-strings mentality evident in current affiliation agreements . . . . (p. 141)

Given the restrictive traditions of higher education, the Report recognized the difficulties of achieving a truly open attitude toward transfer.

The following exerpt from the Council's First Annual Report[4] reviews the origin and early development of the Council:

> The idea of a council as a means of helping to resolve transfer problems was widely discussed, during the next two years, among various groups especially concerned with higher education. In May of 1974 the chairman of the Universities Co-ordinating Council observed: "Everyone involved agrees that a committee or council should be established in Alberta,"[5] and proposed the establishment of a committeee with the following terms of reference: (1) to resolve admission and transfer problems between and among institutions, (2) to monitor the effectiveness of transfer policies or arrangements between or among institutions, (3) to review new transfer programs and advise the Department respecting them, and (4) to recommend appropriate studies to evaluate the effectiveness of admissions and transfer policies and practices, and to recommend to the Department or to institutions revisions of policies and practices as deemed necessary.
>
> Support of the idea, meanwhile, had been emerging within the Department of Advanced Education in connection with its development of program coordination policy. In August, 1973, a background paper stressed the importance of encouraging institutions to collaborate more than ever in the provision of educational opportunities, and noted that such collaboration implies improved transferability arrangements. In December, 1973, following a meeting of representatives from all institutions of higher education and from the Department, it was agreed that the issue of admissions and transfer should be dealt with separately from the program coordination policy per se.

At the request of heads of post-secondary institutions and the Universities Co-ordinating Council, the Minister of Advanced Education announced the establishment of the Alberta Council on Admissions and Transfer in September 1974. In addition to its composition and interim terms of reference, the Council was given a general policy statement "for developing guidelines and procedures which ensure: (1) that all aspirants to post-secondary education who may benefit thereby are provided admission to the Alberta system of Advanced Education; and (2) that transferability of credit facilitates student mobility, promotes a career ladder concept, and avoids unnecessary repetition of content and duplication of student effort".[6]

The Council membership initially consisted of the Chairman, Dr. Harold S. Baker, and eight institutional members from the universities, public colleges, and provincially administered institutions. After first refining and adopting the Terms of Reference[7], the Council then proceeded to elicit responses from the institutions on current admissions and transfer issues and to discuss basic views and philosophies regarding these matters. Within a year these efforts culminated in the development of "A Policy for Admission and Transfer of Credit at Alberta Universities based upon Work Completed at Alberta Public Colleges and Provincially Administered Institutions". This policy, which was adopted unanimously by Council in November 1975, cleared the way for the preparation and publication of a Transfer Guide, an annual registry of duly negotiated transfer arrangements for Alberta's post-secondary institutions. Over the years Council has added to and refined this initial policy, transforming it in the process into the current "Principles, Policies and Procedures" which is published as Addendum C.

During its first decade, the Council's structure was expanded through the addition of members from the public colleges and technical institutes so that by 1985 the Council consisted of the Chairman and eleven members. For the Council to be effective as a forum for discussion and as a policy-making body, a member from each post-secondary institution could not be included. Therefore, Council members act as statesmen rather than as institutional representatives per se.

An underlying purpose of the Council is to foster better communication among institutions, and thus to improve understanding and co-operation on all matters related to transfer. To facilitate this communication both among institutions as well as with the Council itself, in 1976 the Council established a network of institutional representatives called "Contact Persons" one for each public post-secondary institution.

When the Council began its operation the major focus was on transfer **to** universities from other post-secondary institutions. The thrust of Council's initial policy was therefore directed toward this focus. Subsequently the policy was enlarged and generalized to include transfer among all categories of post-secondary institutions. By the end of Council's first decade, a substantial portion of transfer activity within Alberta's post-secondary system involved students who transferred to institutions other than universities. In response to the more comprehensive scope of the Council's activities, by 1986 it was appropriate to broaden the membership of the Council so as to include representatives of all sectors of the post-secondary system.

ALBERTA TRANSFER MODEL

Since its inception, the Council has evolved the following approach for organizing transfer arrangements between Alberta institutions. The Council's Principles, Policies and Procedures provide the framework for the negotiation of transfer arrangements between institutions. When preliminary discussions between personnel in the sending and receiving institutions indicate that a transfer agreement for a particular course or program is desirable, the Council's Transfer Credit Proposal Form is used by both institutions' Contact Persons to finalize a formal transfer agreement. If the receiving institution approves the proposed agreement, a signed copy of this Form is sent to the Council office so that the data can be entered in the next edition of the Alberta Transfer Guide.

Transfer arrangements are regarded as relatively stable bilateral agreements. However, programs and their constituent courses undergo change, with revisions from time to time to such aspects as admission requirements, program requirements, and course content. The Council recommends that regular discussion of existing transfer arrangements should take place between sending and receiving institutions. Changes may require renegotiation of transfer agreements and resulting changes will be reflected in the next edition of the Alberta Transfer Guide.

In accordance with its terms of reference, the Council compiles, maintains and disseminates a registry of admission policies respecting transfer students and duly negotiated transfer arrangements within the Alberta system of advanced education. First published in 1976, the annual Alberta Transfer Guide has been established both within and outside Alberta as the official statement of transfer arrangements, and is considered indispensible for transfer operations within the province. It is also broadly used by jurisdictions elsewhere in support of Alberta students transferring there, and more generally as information about the kinds of transfer arrangements developed in this province with the support of Council.

POLICY REVIEW

The new Council began its work in September 1986 by reviewing the origin and history of the Alberta Council on Admissions and Transfer. In light of the developmental changes that had taken place in the institutions since its inception in 1974, it was appropriate to assess the transfer policies and procedures that had evolved. This review was a recurring item on Council's agenda during the year. As a result, the policies were reaffirmed with minor revisions. As part of this review, Council examined the framework for organizing transfer arrangements that it had developed, which has succeeded in providing the public institutions with an effective alternative to affiliation agreements. With careful deliberation Council began to explore some of the implications that its changed composition would have for its work. In this regard, the Council began consideration of what would be an appropriate relationship with private affiliated colleges while continuing to facilitate transfer among public non-affiliated institutions. Transfer issues related to nursing education, including the transfer of students to and from hospital schools of nursing, were also matters that would engage Council's attention as a result of the new composition. The new Alberta Council on Admissions and Transfer now has representatives from all sectors of post-secondary education. It continues to serve as a forum for discussion and resolution of issues of mutual concern.

ALBERTA TRANSFER GUIDE

Since 1980, the compilation of the Transfer Guide has been co-ordinated by Ms. Marilyn Patton, with the assistance of the institutional Contact Persons. In June 1986, the eleventh annual Transfer Guide, 1986-87, was published. Production of this Transfer Guide carefully adhered to the policies and practice of the former Council.

During the reporting period, a major priority of the new Council was to improve the Alberta Transfer Guide which would be published for the 1987-88 academic year. Council's objectives were to make the Guide easier to use and to reflect some of the developmental changes that had taken place in the Alberta post-secondary system. For example, Camrose Lutheran College, which had recently been authorized to grant baccalaureate degrees in selected programs, was to be entered in the Guide as a degree-granting institution. The Guide's main section, which lists current transfer agreements, was to be re-organized with all participating institutions to be listed in alphabetical order. In addition and for the first time, a comprehensive section on admissions policies as they relate to transfer students was to be prepared and published. The Contact Persons at all twenty-eight institutions now served by the Council were then invited to submit material for this edition of the Guide.

The Transfer Guide's primary purpose is as a registry of negotiated transfer arrangements. To facilitate negotiation, Council revised the Transfer Credit Proposal Form. Now, when a transfer agreement is approved by a receiving institution, the Council office is informed by copy, thus improving the flow of information and the ability to produce accurate revisions to subsequent editions of the Guide.

In its ongoing discussion of the Transfer Guide, Council drew advice from its institutional members, public members, and student members to form a consensus on policy for the new format and structure of the Alberta Transfer Guide. By the end of this reporting period preparation of the 1987-88 edition was well underway.

ADMISSIONS POLICIES

Admissions polices as they relate to the admissibility of transfer students, particularly the Letter of Recommendation admissions category, were discussed by Council. The Letter of Recommendation applies in the case of students who have high school matriculation deficiencies, and who transfer from public colleges and technical institutes to degree-granting institutions. In these cases, admission will be granted to any applicant who, upon successful completion of at least a full year's study at the sending institution, is recommended in writing by that institution as having satisfied the appropriate matriculation requirements or their equivalent. The Council reaffirmed the use of the Letter of Recommendation.

As institutions have differing grading systems, Council also examined the need for an equitable basis for the conversion of grades for transfer students and reviewed some grade conversion practices at degree-granting institutions.

ARTICULATION BETWEEN THE SECONDARY AND POST-SECONDARY SYSTEMS

Admission requirements at post-secondary institutions are related to the curriculum of the secondary system and the graduation requirements from high school. As a means of exchanging information and enhancing articulation between the secondary and post-secondary systems, the Council met on several occasions with the Deputy Minister of Alberta Education. Council considered the impact on admissions policies that proposed changes to the high school curriculum might have. Council also received information on the Alberta Education General High School Diploma and Advanced High School Diploma requirements as well as specific data on the administration of the Grade 12 Diploma examinations.

TRANSFER PATTERNS DATA

In keeping with its Terms of Reference, the Council reaffirmed its practice of collecting comprehensive data on transfer activity among Alberta's post-secondary institutions. To assist its work, the Council will continue its policy that transfer data will be recorded and monitored annually.

TRANSFER STUDENT RESEARCH STUDY

To assist in the resolution of an inter-institutional dispute originating in previous years, the Council had commissioned a three-year research study in November 1983.

The dispute arose from differing theories about the impact of educational variables (especially course and classroom learning contexts and "student mix") on educational achievement. The study, designed to throw light on the tenability of the theories by statistical and other means, was submitted to Council in September 1986.

Copies of the report were immediately forwarded by the Council to the institutions involved in the dispute for their information.

COMMUNICATION — INSTITUTIONS AND CONTACT PERSONS

To facilitate communication with and between institutions, the Council had established a network of institutional representatives called "Contact Persons". These are the individuals to whom information, requests for information and transfer proposals may be addressed. Although much of the communication takes place by telephone and letter, it is formalized by a yearly meeting of Contact Persons with the Chairman and Executive Assistant. This year's annual meeting took place in Edmonton on 29 October 1986.

In the interest of improving communications, Council invited the following institutions to name a representative to the network of Contact Persons: Alberta College of Art, Camrose Lutheran College, Canadian Union College, Community Vocational Centres, Concordia College, The King's College, and Westerra Institute of Technology. The twenty-eight Contact Persons are considered vital to the work of the Council, particularly to the preparation of the annual Alberta Transfer Guide.

During the year, the Chairman visited many of the post-secondary institutions in order to raise the awareness of admissions and transfer policies and the resolution of issues through reciprocal agreements. Discussion of these issues within each institution has also contributed to improved communication.

COMMUNICATION — OTHER GROUPS

The Chairman has fostered a working relationship with other groups involved with post-secondary education. Realizing the common interest the Council and the Private Colleges Accreditation Board have in the transferability of courses to and from private colleges, the Chairman has held discussions with Dr. Gordon L. Mowat, the Board's Chairman. In addition, the Chairman discussed admissions and transfer issues with the following organizations: the Universities Co-ordinating Council, the Council of Presidents of Public Colleges and Technical Institutes, the Committee of Senior Academic Officers of Public Colleges and Technical Institutes, the Conference of Alberta Registrars, and the University of Alberta Senate. In response to requests, information on the transfer model developed by the Alberta Council on Admissions and Transfer and advice on transfer issues has been provided to other jurisdictions including the Governments of Hong Kong, and Newfoundland.

In addition, the Chairman and Executive Assistant responded on a daily basis to requests for information from students and other members of the public.

NOTES

1 "Statement of Policy Regarding the Transferability of Students Within the Alberta College System", Alberta Colleges Commission, 9 December 1971, and "Handbook of Policies and Procedures for the Transferability of Students in Alberta's Agricultural and Vocational Colleges, Institutes of Technology, and Public Colleges", Alberta Colleges Commission, April 1972.

2 "A Report on the Concept of Affiliation between Colleges and Universities in Alberta, with a Proposal for Change," submitted to the Universities Co-ordinating Council, June 30, 1971.

3 **A Future of Choices: A Choice of Futures.** Report of the Commission on Educational Planning: Edmonton, Queen's Printer, 1972, pp. 139-44.

4 Alberta Council on Admissions and Transfer. **First Annual Report 1975-76.** March 1976.

5 Letter from Dr. Wm. E. Beckel to the Hon. J. L. Foster, Minister of Advanced Education, 29 May 1974.

6 "The Council on Admissions and Transfer: Proposed Terms of Reference, Composition, Guidelines for Policy Development, General Policy Statements". Alberta Advanced Education, September 1974.

7 Addendum B.

ADDENDUM A

Council Membership

Donna Allan	Public Colleges member
Gloria Bauer	Hospital Schools of Nursing member (from January 1987)
Lorne Dick	Public Colleges member
David Jenkins	Universities member
Ted Langford	Provincially Administered Institutions member
Dan Laplante	Student member
Leslie Lewchuk	Hospital Schools of Nursing member (through December 1986)
Alex Reed	Universities member
Mary-Lou Rose	Public member
Ed Ryan	Public member
Karen Scott	Student member
Keith Ward	Private Colleges member
Fred Williamson	Technical Institutes member
Amy Zelmer	Universities member
Terry Moore	Chairman
Marilyn Patton	Executive Assistant

ADDENDUM B

Terms of Reference

The following Terms of Reference were adopted by Council motion on February 14, 1975:

1. The Council shall review current regulations, proposals and practices for admissions and transfer which have been generated by Advanced Education and by institutions and subsystems for the purpose of identifying those guidelines and procedures applicable to all institutions within the system of advanced education.

2. The Council shall develop procedures by which admissions and transfer policies, guidelines and procedures are granted system-wide approval.

3. The Council shall compile, maintain and disseminate a registry of all existing admissions and transfer arrangements within the Alberta system of advanced education.

4. The Council shall monitor the effectiveness of admissions and transfer policies and practices throughout the advanced education system; to this end it may carry out, or request institutions to carry out appropriate studies.

5. The Council shall recommend to Advanced Education and to institutions revisions of policies, guidelines and procedures as it deems necessary.

6. Acting within the provisions of existing legislation, the Council shall upon the written request of an institution, serve as mediator in resolving inter-institutional admission and transfer problems. (The Council will not deal with requests by individuals.)

7. In the event that agreement cannot be reached through mediation, the Council shall upon written request by the institutions concerned, serve as arbitrator.

8. In fulfilling its arbitration role, the Council shall establish arbitration procedures, inform the institutions of these procedures, and inform the institutions of its decisions, which shall be final and binding.

9. The Council shall advise the Minister of any legislative changes which it deems necessary.

10. The Council, at the request of the Minister or institutions, shall comment on unresolved transfer problems related to proposed programs.

11. The Council shall report annually to the Minister of Advanced Education on its activities.

12. The Council will operate with the support of:

    a) Council members, to be reimbursed by Advanced Education for out-of-pocket expenses incurred;

    b) the Chairman, to be paid an appropriate honorarium; and

    c) an executive secretary and such other necessary resources and services to be made available by Advanced Education as required by the Council in the fulfillment of its responsibilities.

ADDENDUM C

Council Principles, Policies and Procedures

A. CONTEXT

1. Role and Composition

The primary goal of the Alberta Council on Admissions and Transfer is to provide leadership and direction in the improvement and enlargement of educational opportunities for Alberta students through inter-institutional transfer. Implicit in this goal is a commitment to improve communication among institutions of the Alberta post-secondary system, and thus to promote the advantages of a system of education, with all that this means for economy and efficiency in educational planning.

In the fulfillment of its role, the Council is engaged in the following activities:

(a) **leadership** — including the development and formulation of policies and procedures whereby transfer credit for courses and programs may be negotiated.

(b) **publication** — primarily the production and distribution of a yearly Transfer Guide listing all transfer credit arrangements for courses and programs within the Alberta post-secondary system, together with statements of relevant policies and procedures, and other documents such as an Annual Report.

(c) **mediation** — as requested by institutions within the system, to resolve complaints or disputes concerning transfer arrangements and credits, and thus to ensure that the best interests of students are served.

(d) **applied research** — on matters related to the transfer of students throughout the system.

The fourteen member Council which is appointed by the Minister of Advanced Education is an independent body which reports annually to the Minister. The Council membership includes the Chairman, two members of the public, two student members, three members nominated by the Universities Co-ordinating Council, three members nominated by the Council of College and Technical Institute Presidents, one member from the provincially administered institutions, one member nominated by the hospital boards that operate schools of nursing, and one member nominated by the Private Colleges Co-ordinating Council. Administrative support, including service of an Executive Assistant, is supplied by the Department of Advanced Education.

The Alberta Council on Admissions and Transfer usually meets on a monthly basis, generally at institutions.

2. Overview of the post-secondary system

The Council's activities are directed primarily towards the Alberta post-secondary system, which includes four universities, The Banff Centre, eleven public colleges, three institutes of technology, four Alberta vocational centres, the community vocational centres, private colleges, and hospital schools of nursing (see chart, p. 2). There are, in addition, a number of private non-affiliated institutions, some of which may offer courses which have transfer potential. Although the Council's mandate is directed towards the Alberta post-secondary system, the Council is sensitive to student transferability involving institutions outside of the province. For this reason the Alberta Transfer Guide is distributed broadly across Canada as well as in the United States.

3. Types of transfer

Within the system of post-secondary institutions, transfer of credit for courses or programs may occur among institutions within a sector (for example, between public colleges) or among institutions of different types (for example, from a vocational centre to a college). Transfer arrangements published in the Alberta Transfer Guide include courses and programs transferable to degree-granting institutions and those transferable to non-degree-granting institutions.

4. Definitions of terms

In dealing with matters relating to transfer, there are several commonly used terms which may require clarification. Some of the more important are:

Accessibility: the degree of openness of institutions to students seeking admission to their programs.

Transferability: the mobility of students among post-secondary institutions by virtue of their having transfer credit (see below).

Advance credit: the award of credit in given courses or programs on the basis of formal and informal learning experiences including: 1) work experience, 2) maturity/life experience, 3) unstructured educational experiences such as self-study, 4) structured educational activity.

Transfer credit: an advance credit awarded on the basis of successful completion of structured educational activities at a post-secondary institution.

Receiving institution: an institution to which students transfer course or program credits acquired at another institution.

Sending institution: an institution from which students may transfer course or program credits to programs at another institution.

Transferable courses: courses developed by an institution to meet its own program objectives but which have transfer potential. Transfer may be negotiated either on the basis of equivalence or of relevance to programs or courses at another institution. (See page 15).

Transfer courses: courses delivered by a sending institution as courses which correspond in description to courses of a particular institution. (See page 15).

Selection criteria: categories of qualification, capabilities, or experience (academic or other) which provide the basis for screening and admission (or rejection) of students to programs.

Affiliation: a formal agreement of association or co-operation between two institutions whereby some courses and programs offered by the sending institution are substantially the same as those offered by the receiving institution. Transfer credit is thereby awarded. Affiliation agreements are in effect between several private colleges and the University of Alberta.

B. PRINCIPLES

The Council endorses the following as basic to its purpose and activities:

(a) **Student access to higher education and the opportunity for student mobility among institutions of higher education in Alberta shall be optimized.**
Barriers to student mobility shall be minimized. The integrity of educational programs and certification must, however, be maintained. A student should not be required to repeat previous learning experiences in which competence has been demonstrated nor should more transfer credit be granted than previous learning experiences would warrant for successful completion of the program.

(b) **Negotiation of opportunities for student mobility shall be based on the recognition that while learning experiences may differ in a variety of ways, their substance may be virtually equivalent in terms of content and rigour.**
Insofar as possible, transfer arrangements should allow for maximum recognition of previous learning experiences. The concept of **virtual equivalence** is vital to such arrangements.

(c) **Effective career counselling and optimum mobility require that the student have prior knowledge of at least the minimum transfer credit which can be awarded. Additional transfer credit may be negotiable on an individual basis.**

(d) **Although responsibility for higher education is shared among various constituents, individual institutions have the primary responsibility for instructional programs. This responsibility includes program design and delivery, determination of academic prerequisites and student admission criteria, and certification of the academic achievement of students.**
In respect of student access to institutions and programs, it is to be emphasized that factors in addition to academic prerequisites often are employed as admission criteria. That is, while possession of academic prerequisites makes an applicant eligible for admission, it does not **guarantee** admission to an institution or to a particular program.

(e) **Institutions have the responsibility and the prerogative to investigate the total educational preparation of applicants seeking admission.**
Such investigation is intended to determine admissibility and appropriate transfer credit, and to counsel applicants. The relevance and quality of the applicant's most recent educational experiences should be the basis for admissibility and for transfer decisions. Differences in earlier preparation should not adversely affect consideration of the applicant (see Principle "b" re **virtual equivalence**).

(f) **Students who are granted admission to an institution under a transfer arrangement shall be granted the same rights and privileges as students who began their studies at the institution.**

C. A POLICY FOR ADMISSION AND TRANSFER OF CREDIT AMONG ALBERTA POST-SECONDARY INSTITUTIONS

1. Admission

Admission to a course or program will be granted to any applicant who has fulfilled the admission requirements for such course or program as established by the receiving institution. Where selection procedures are involved in admission to a program, each applicant shall be treated on the same basis as any other person seeking admission to that program.

In the case of students transferring from public colleges and technical institutes to degree-granting institutions, in lieu of the general admission requirement listed above, admission will be granted to any applicant who, upon successful completion of at least a full year's study at the sending institution, is recommended in writing by that institution as having satisfied the **appropriate** matriculation requirements or their equivalent. This is referred to as the Letter of Recommendation admissions category.

2. Transfer of credits

Subject to the above requirements there shall be two major transfer arrangements:

(a) Transferable courses and programs

These are developed by a sending institution to meet its own program and objectives, and bear its own numbers and descriptions. Transfer may be negotiated either on the basis of equivalence, or of relevance. The principle of **equivalence** refers to courses and programs of the sending institution which are identical or similar to those of the receiving institution. The principle of **relevance** refers to courses of the sending institution which are in the same areas or disciplines and at the levels of programs offered by the receiving institution, and are therefore appropriate for credit at the receiving institution.

Credits awarded in this category may involve special inter-institutional arrangements or individual assessment.

(b) Transfer courses and programs

These are delivered by a sending institution as courses and programs which correspond in description to those of the receiving institution.

Among degree-granting institutions, transfers are assessed on an individual basis by the receiving institution. Consequently, course equivalents between degree-granting institutions are not listed in the Transfer Guide.

D. PROCEDURES FOR TRANSFER OF CREDIT AMONG ALBERTA POST-SECONDARY INSTITUTIONS

To facilitate the negotiation of transfer arrangements among post-secondary institutions, the Council has established the following set of procedures.

Objective

These procedures are designed to provide a mechanism for the negotiation of transfer and transferable courses and programs, and for their inclusion in the Alberta Transfer Guide.

Categories

Courses and programs proposed for transfer credit are of two main types, each of which involves a different relationship between the sending and the receiving institution.

1. **Transferable Courses / Courses with Transfer Potential**

   In negotiations of transfer credit for transferable courses, the sending institution shall supply the receiving institutions with the following information: (a) course description, title, grading practices, weighting and outline, (b) textbooks and other resource materials, (c) qualifications required for an instructor. Additional information may be required at stated intervals for review purposes, or at the discretion of the receiving institutions.

2. **Transfer Courses / Courses in Transfer Programs**

   In negotiations of transfer credit for transfer courses, the sending institution shall supply the receiving institution with the following information: (a) course description, (b) textbooks and other resource materials, (c) qualifications required for an instructor.

Transfer credit is based on initial negotiations, when the course is first offered by the sending institution. Subsequent negotiations and concurrence of the receiving institution are required where, in the view of the receiving institution, course revisions by the sending institution are sufficiently substantial to affect the transfer credit which has been negotiated.

Procedures

1. Each institution shall identify a contact person (e.g. Registrar or Admissions Officer) who will be responsible for both internal and external distribution of formal transfer proposals and responses.

2. Each institution shall, through its contact person, maintain and provide on request from other institutions (a) a list of other important institutional contacts for the purpose of facilitating appropriate preliminary discussions, and (b) a description of the internal procedures followed in the institution for the development and / or evaluation of proposals for transfer arrangements.

3. It is expected that proposals for credit will be processed as expeditiously as possible and formalized by means of the Council's Transfer Credit Proposal Form. If the transfer proposal is acceptable, the receiving institution will inform the other institutions in the system accordingly. The transfer normally will be honoured within the sub-system of which the receiving institution is a constituent.

4. If the transfer proposal is not acceptable, the receiving institution shall supply in writing, to the sending institution, the reason for this decision.

5. In the event that agreement has not been reached pursuant to (3) and (4), an institution may submit to the Council a written request for mediation. Where, in its opinion, the Council determines that a dispute concerning transfer exists, the Council may mediate to resolve the dispute.

6. In the event that the agreement cannot be reached pursuant to (5), the institutions in dispute may agree to submit the dispute to Council for arbitration. The Council will then establish procedures for the resolution of the dispute, and issue its decision resolving the dispute. The arbitration decision of the Council shall be final and without appeal or review.

7. Transfer arrangements are to be regarded as relatively enduring bilateral agreements — to be altered, amended or deleted only after **mutual consultation.** Regular discussion of existing transfer arrangements should take place between sending and receiving institutions. Any institution planning program or course changes which could bear on existing transfer arrangements as recorded in the Alberta Transfer Guide shall, insofar as possible, inform those institutions which would be primarily affected – subject, where necessary, to renegotiation. In cases where renegotiation of a transfer agreement is requested by either a sending or a receiving institution, the onus is on the institution requesting the change to provide the other institution with **sufficient notice** and lead-time to permit renegotiation before the next edition of the Transfer Guide.

8. Renegotiation of transfer arrangements is subject to the same guidelines as for the initial negotiations (i.e., 3-6).

9. When a new agreement has been negotiated, it replaces the old agreement in the next edition of the Transfer Guide.

E. INSTITUTIONAL REQUIREMENTS

Within the context of policies and procedures of the Alberta Council on Admissions and Transfer, each institution has particular requirements and practices for admission of students and the award of transfer credit. These institutional requirements are summarized in the annual Alberta Transfer Guide. Students who are planning to transfer are advised to refer to the appropriate institutional calendar and to consult with the Registrar's Office at the receiving institution.